Dillon Wasko

Foundations of Education

Journal 9

Mrs. Martin’s class was well advanced as a whole and a higher level of thinking took place regularly. Many of her students have dreams of being very successful and going to various colleges and universities. The second day of my sophomore field experience, Mrs. Martin had a class pole upon what the students want to do when they grow up and many of her students felt as if they were going to attend graduate schools or even medical school. I thought this was a crazy majority of the class and when I go back to high school there was a small amount of students who felt that they would be so successful.

Her class was focused on the material and they were interested a lot of times in assisting Mrs. Martin. When they are willing to assist with various projects that shows how involved the students want to be in her class and I thought this was a great site to see. When her students were asked what they thought about establishing a bullying project as a whole in Aberdeen Roncalli I was surprised to hear some of the reasons why they felt this would be useful. Many of her students felt that by establishing a bullying program they could decrease the amount of bullying while also increasing the awareness. Most of the students felt that bullying was little to non-existent in their school but they also felt that it did occur. Many of the students felt that if they introduce bullying in its negative effects at a first grade level and had a few hours devoted to decreasing the effects of bullying every semester that students would care more about each other and ultimately decrease bullying. I was impressed with the outside of the box idea of devoting time at a young age.